

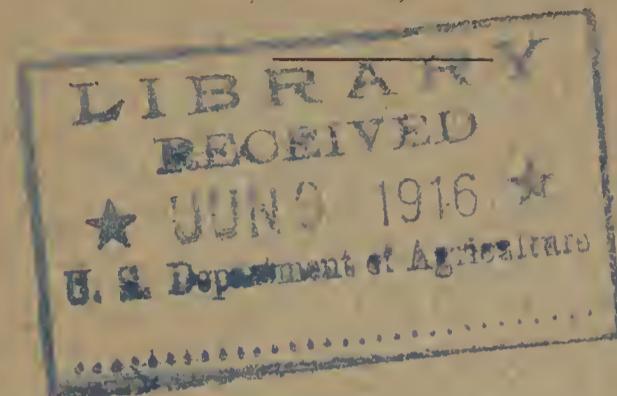
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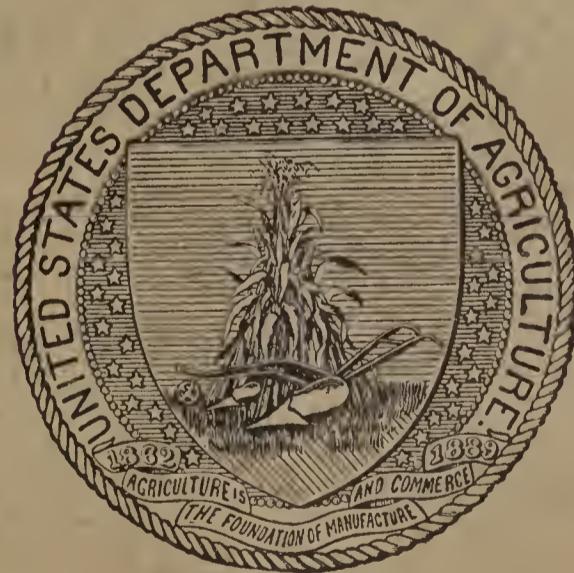
A. C. TRUE, Director.



FARMERS' INSTITUTES IN THE UNITED STATES.

BY

JOHN HAMILTON,
FARMERS' INSTITUTE SPECIALIST.



WASHINGTON:
GOVERNMENT PRINTING OFFICE.
1904.

LIST OF PUBLICATIONS OF THE OFFICE OF EXPERIMENT STATIONS ON FARMERS' INSTITUTES.

Bulletin No. 79. Farmers' Institutes: History and Status in the United States and Canada. By L. H. Bailey. Pp. 34.

Bulletin No. 110. Proceedings of the Sixth Annual Meeting of the American Association of Farmers' Institute Workers, held at Buffalo, N. Y., September 18 and 19, 1901. Edited by A. C. True, D. J. Crosby, and G. C. Creelman. Pp. 55.

Bulletin No. 120. Proceedings of the Seventh Annual Meeting of the American Association of Farmers' Institute Workers, held at Washington, D. C., June 24, 25, and 26, 1902. Edited by A. C. True and D. J. Crosby for the Office of Experiment Stations and G. C. Creelman for the association. Pp. 119.

Bulletin No. 135. Legislation Relating to Farmers' Institutes in the United States and the Province of Ontario, Canada. By John Hamilton, farmers' institute specialist. Pp. 53.

Bulletin No. 138. Proceedings of the Eighth Annual Meeting of the American Association of Farmers' Institute Workers, held at Toronto, Ontario, June 23 to 26, 1903. Edited by W. H. Beal for the Office of Experiment Stations and G. C. Creelman for the association. Pp. 119.

Circular No. 51. List of State Directors of Farmers' Institutes and Farmers' Institute Lecturers of the United States. By John Hamilton. Pp. 30.

Farmers' Institutes in the United States. By D. J. Crosby. Reprint from Annual Report of the Office of Experiment Stations for the year ended June 30, 1902. Pp. 25.

Farmers' Institutes in the United States. By John Hamilton. Reprint from Annual Report of the Office of Experiment Stations for the year ended June 30, 1903. Pp. 57.

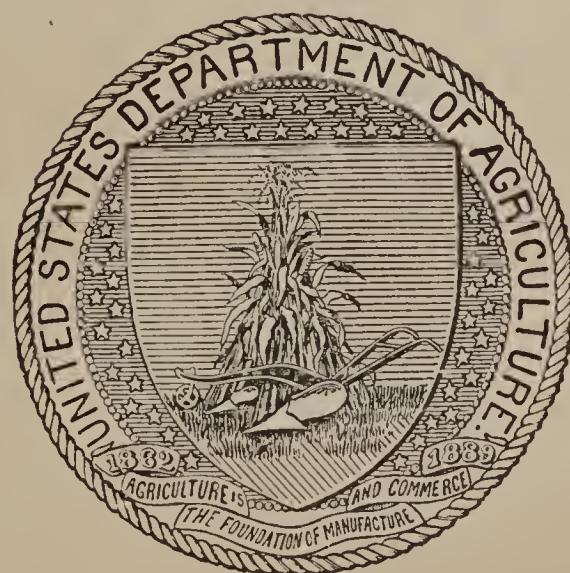
Farmers' Institutes. By John Hamilton. Reprint from Yearbook, Department of Agriculture, 1903. Pp. 10.

U. S. DEPARTMENT OF AGRICULTURE.
OFFICE OF EXPERIMENT STATIONS,
A. C. TRUE, Director.

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LETTER OF TRANSMITTAL.

U. S. DEPARTMENT OF AGRICULTURE,
OFFICE OF EXPERIMENT STATIONS,
Washington, D. C., May 28, 1904.

SIR: I have the honor to transmit herewith and to recommend for publication a brief account of farmers' institutes in the United States, their development, relations to other educational institutions and to this Department, and the results they attain. This account is intended primarily for distribution at the Louisiana Purchase Exposition in connection with the exhibits of this Office and of the agricultural colleges and experiment stations.

Respectfully,

A. C. TRUE,
Director.

Hon. JAMES WILSON,
Secretary of Agriculture.

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FARMERS' INSTITUTES IN THE UNITED STATES.

By JOHN HAMILTON,

Farmers' Institute Specialist, Office of Experiment Stations, U. S. Department of Agriculture.

Farmers' institutes, in the sense of their consisting of assemblages of farmers met for the discussion of agricultural topics, extend back as far as the meeting of the Royal Agricultural Society of England in 1838.

In this country perhaps the oldest organization of this kind is found in the Philadelphia Society for the Promotion of Agriculture, organized in Philadelphia in 1785. Later in other States similar agricultural societies and farm clubs adopted in some degree the same methods as these older organizations for the improvement of their members.

The New York State board of agriculture in 1842 began a series of winter meetings for farmers. In 1859 the Massachusetts State board of agriculture appointed a committee to "consider and report upon the propriety of institute meetings similar to teachers' institutes." In 1861 "a winter course of lectures for farmers" was instituted in Michigan. Societies in other States provided in rather a desultory way for courses of lectures upon agricultural topics.

It was not, however, until quite recently that any well organized or carefully-planned system of farmers' institutes has existed. It may be said in general that the farmers' institute work of the United States has developed into its present proportions since 1880, and in most of the States this development has been since 1890 with the remarkable result that institutes are now held in all of the 52 States and Territories excepting 6—Arkansas, South Dakota, Wyoming, Alaska, Porto Rico, and Indian Territory—and conducted under the direction of a State official, the State board of agriculture, a special institute board, or by the State agricultural college or agricultural experiment station.

DEVELOPMENT OF THE INSTITUTE.

The phenomenal growth of the institute during the short period that has elapsed since it came into being is shown by the reports of the State directors for the year ended June 30, 1902. During that year 3,179 institutes were held. Of these, 1,359 were one day meet-

ings, 1,637 continued for two days, and 77 were three days and over, the whole comprising 9,570 separate sessions of one-half day each. The attendance reported was 904,654. There were in the employ of the State directors 924 lecturers who delivered addresses in the meetings, and about three times as many more who were employed by the local managers, approximating 4,000 who gave instruction in the institutes that year.

A like increase has taken place in the amount appropriated for institute expenses. The first data giving information in this direction were secured by L. H. Bailey of Cornell University, which showed that in 1891 there was expended for institute purposes in the United States \$81,213, contributed by twenty-five States. In contrast with this is the amount reported to the Department of Agriculture for the year ended June 30, 1903. In that year forty-five States and Territories reported appropriations for institute purposes aggregating \$187,226; and for the next year which will end June 30, 1904, forty States and Territories have already reported appropriations for institute purposes amounting to \$210,975. If the States not yet reporting for 1904 appropriate sums equal to the amount that they expended the previous year, the aggregate will be \$214,729, or an increase over 1891 of \$133,516 in money, and an addition of twenty-one States and Territories to the number in which institutes were held.

No uniform system of organization has been adopted by the several States. In some, local or county institutes are organized under laws which prescribe their duties and fix their form of organization. In a few States no local boards of institute officers exist, but the State director selects from year to year one or more correspondents in each county, and to these the work of advertising the meetings, selecting local committees, renting halls, and making other preliminary arrangements are committed. The directors all recognize the necessity for local assistance to relieve them of minor details, and the tendency is toward having permanent local bodies, legally constituted, to take charge of the purely local work, leaving to the State officers that of providing for the districting of the State, the fixing of dates for institutes, and the supplying of a corps of lecturers for each section, employed and paid by the State directors.

In contrast with this centralized system, which generally prevails, there is one State in which, while there are strong local institute societies in all of the counties, there is no central control, and consequently no coordination in work. Each society acts independently of the others. In one other State there is a board of institute directors, elected by the local societies, which has authority to appoint a State director, but the powers of this director are restricted to giving advice. He has no authority to arrange for meetings or for the districting of the State, to fix dates of institutes, to provide the itineraries of lecturers, or supervise the programmes. In both of these

instances, however, the institute officers are coming to feel the need for closer cooperation in their work and are now contemplating changes in their laws that will provide for efficient central control.

RELATION OF THE INSTITUTE TO OTHER EDUCATIONAL INSTITUTIONS.

The establishing of educational institutions in the interest of agriculture is the result of the demand of farmers for accurate information in regard to the underlying principles which control in the production of animals and crops. The demand in this country for definite and exact knowledge respecting agriculture did not become pressing so long as the lands were new and original fertility was abundant and available. It was not until the soil of the Eastern and Southern States began to be exhausted and crops to fail that the country began seriously to set about the discovery of some means by which these lands could be reclaimed, subsequent deterioration prevented, and continuous and profitable crops be grown without permanent injury to the soil.

In the effort to meet this condition of affairs, the Congress of the United States in 1862 provided for the establishment of colleges whose leading object "shall be to teach such branches of learning as are related to agriculture and the mechanic arts." After the establishment of these colleges it was some years before those responsible for their control were able to formulate a course of study which would meet the requirements of the country, or were able to secure the kind of teachers competent to impart the information needed. The instructors in these colleges also soon found that there was comparatively little reliable information to be had in what is known as agricultural science, or the sciences in their relation to agriculture.

In order to supply the needs of these institutions and of the public for new and more reliable data respecting agricultural operations, Congress in 1887 passed what is known as the Hatch Act, which provides for the erection and support of agricultural experiment stations in the several States and Territories, for scientific research and experimentation in agriculture. Since their creation and through the work of these stations the stock of agricultural knowledge has been greatly enlarged and is being increased more rapidly each year. The United States Department of Agriculture has also been engaged in searching for information and has in its service 4,200 men and women whose work is almost wholly in the direction of securing information that will be of value to agriculture. One thousand nine hundred of this number are either scientists or scientific assistants who have been specially trained for the particular work in which they are engaged.

The results of the research work of officers of the Department are embodied in its yearly publications of reports and bulletins. For the year ended June 30, 1903, there were 938 different documents printed

by the Division of Publications, comprising 45,000 pages of printed matter. If these pages were bound in book form, there would be forty-five volumes of a thousand pages each. Eleven million, six hundred and ninety-eight thousand copies of these documents were printed for distribution that year. The year before, 757 publications were issued and the number of copies aggregated 10,586,580.

The work that has been accomplished by the experiment stations since the date of their establishment in 1888, and by the United States Department of Agriculture during the same period is not generally understood. The publications of these institutions represent as fairly as any other data the character of the work which they have been doing, and to some degree indicate as well its extent.

Since 1887 the stations have prepared and published 4,906 separate bulletins on agricultural subjects, 104 circulars, 314 special bulletins, and 787 annual reports, making a total of 6,143 publications varying in size from a few pages to several hundred. These bulletins and circulars contain the results of the work of the station officers in the interest of agriculture and are sent out to a list that now embraces over half a million names.

The United States Department of Agriculture during this same period prepared and printed 5,771 separate documents varying from bulletins of a few pages each to an annual Yearbook averaging 781 pages. Of these documents there were printed for distribution 82,735,580 copies, covering practically every phase of agricultural operation. The enormous amount of work which these publications have involved is perhaps best shown by a statement made by the Division of Publications, in which it appears that in nine years there were printed 4,629 separate publications, containing 205,111 pages, equivalent to a set of 410 volumes of 500 pages each.

The problem of getting the information which these publications contain, and the new facts that are being discovered each year, into the hands of farming people has become of first importance. The method employed has been to disseminate it in the form of bulletins through the mails. The result has been that the large majority of farming people are not reached by this method of distribution. This is notably true as regards the less progressive farmers and the women and youth of the farmers' families.

The farmers' institute has done much to overcome this difficulty by sending out capable teachers to give the information orally. Their special work has come to be the disseminating of valuable, reliable, and up-to-date information respecting agriculture among country people. In effect they have become the agents of the agricultural colleges, the experiment stations, and the United States Department of Agriculture in the work of instructing farmers in the principles and facts of agriculture, a form of university extension work on whose

corps of teachers are representatives from the faculties of the agricultural colleges and from the staffs of the experiment stations. Last year these institutions furnished 196 lecturers, who gave 1,666 days of their time to imparting instruction in farmers' institutes. In the general system of agricultural education the farmers' institute now occupies the position of disseminator of agricultural truth among the masses. It aims not simply to reach those who are actively engaged in the business of farming, but to influence and assist as well the great mass of population who have little or no knowledge or appreciation of agriculture as a calling in life. Its work is not limited to efforts to improve the condition of existing farmers, but contemplates as well the creating of new as well as better farmers.

WHAT THE UNITED STATES DEPARTMENT OF AGRICULTURE IS DOING FOR THE INSTITUTES.

The United States Department of Agriculture has taken up the duty of assisting the States in their institute work. At the request of the Secretary of Agriculture the Fifty-seventh Congress provided for the appointment of a farmers' institute specialist in the Office of Experiment Stations of the Department, and appropriated \$5,000 for meeting the necessary expenses of the new office. The duties of this officer, as stated in the act making the appropriation, are "to investigate and report upon the organization and progress of farmers' institutes in the several States and Territories and upon similar organizations in foreign countries, with special suggestions of plans and methods for making such organizations more effective, for the dissemination of the results of the work of the Department of Agriculture and the experiment stations, and of improved methods of agricultural practice."

The fact that this educational movement for the improvement of farmers has been recognized by Congress, and that it has established in the Department of Agriculture a central office where statistical data can be gathered for the benefit of State directors and institute instructors and where information respecting the institutes can be had, is most important. It is a step toward carrying into practical operation the theory that education is for all of the people and is not to be entirely restricted to the young. It is a recognition of the fact that society in its large sense needs education fully as much as the individual, and that any system of instruction that reaches the mass of men with valuable truth is worthy of national support. There has been no doubt as to the propriety of Congress assisting the agricultural colleges and the experiment stations of the several States, and the same reasons that justify aid in these directions apply with still greater force to education for the millions who are unable to take advantage of the opportunities which the land-grant colleges afford. The institute has been giving education to the masses to a limited extent, and

Congress has shown its appreciation of the value and importance of the work that has been done and of the possibilities of the new field in public education that has been opened up by appropriating from the National Treasury funds for its encouragement and support. Until now the institutes have been passing through the experimental stage of their existence—testing methods, gaining in experience, and discovering the needs of agricultural people. They are only beginning to get their work systematized, so as to enable them to settle down into a well-organized and thoroughly equipped system of instruction, with clearly defined purposes and a distinct field of operation.

Their work thus far has been without coordination, except such as has come through the American Association of Farmer's Institute Workers, which was organized in 1896. While there will no doubt always be a degree of diversity in organization and practice by the several States in the institute work, owing to the peculiar and diverse conditions that exist, yet in all essentials there can and ought to be agreement. This agreement and cooperation can be hastened and the efficiency of the work be rapidly promoted through the central office which the Department of Agriculture has established.

During the year of its existence this office has collected and published the laws of the several States under which the institutes are held, and has also secured a list of the lecturers in the employ of the State directors—924 in number—with their post-office addresses, and a brief personal history of 623.

It has had lists of the Department publications sent to each of these lecturers and to the State directors, and also has had their names placed upon the permanent mailing list to receive monthly bulletins giving the titles of documents published during the preceding month. Bulletins selected from these lists will be sent to institute workers upon application. The office has also requested that the names of the lecturers be listed by the directors of the experiment stations of the United States, that copies of back numbers of bulletins be sent on application, and that future publications be sent to each lecturer as they are issued.

Statistical data have been collected showing the condition and progress of the institutes in the several States and Territories, which will be published for the information of all who may be interested. In addition to this the institute specialist has visited and addressed representative meetings of institute workers in 17 States and 1 Territory, and has assisted in securing the services of a number of Department experts to visit farmers' meetings and deliver lectures upon their several specialties. He, also, in cooperation with the institute workers of the country, has fitted up a room in the Agricultural Building at the Exposition at St. Louis with material illustrative of the institute work of the several States.

WHAT FARMERS' INSTITUTES HAVE DONE FOR THE FARMERS OF THE UNITED STATES.

There are over 10,000,000 farmers in the United States. The census gives it 10,381,765 who are actively engaged in cultivating the soil. Added to these workers are their families, numbering some 17,000,000 more, so that there were at the taking of the census in 1900 between 26,000,000 and 27,000,000 as the total agricultural population of this country, constituting by far the largest number of our citizens engaged in any single occupation. The census revealed also that of those over ten years of age who are engaged in gainful occupations there were in professional service 1,258,739; in domestic and personal service, 5,580,657; engaged in trade and transportation, 4,766,964; in manufacturing and mechanical pursuits, 7,085,992, and in agriculture, as has been stated, 10,381,765. The agricultural workers represent an invested capital of \$20,514,001,838. These workers, in addition to supplying the needs of 80,000,000 of our population here at home, sent abroad in the year ended June 30, 1902, \$851,465,622 worth of surplus products, or 62.83 per cent of the entire exports of the country for that year. Agriculture, therefore, without question, is our most important industry, both as respects the number of those engaged in it and in the amount of wealth which it creates.

The first question that arises in the minds of those not familiar with the results of the operation of the farmers' institutes is, "What have the institutes done for the farmers of the United States?"

It is of course impossible to state in detail all of the beneficial effects that have come to the agricultural people of this country through the institute schools. There are, however, a number of directions in which the institutes have exerted a marked influence in assisting farming people. They have, first of all, awakened farmers to a realization of the possibilities of agriculture. This has been accomplished by showing what well qualified men have been able to accomplish in the rearing of animals and in the growing of crops. The institutes are showing farmers that their failure to secure abundant crops or superior animals, and to make farming a profitable business, is chiefly in themselves; that thousands of farmers have succeeded and multitudes are now succeeding and increasing their income sufficiently to insure financial independence, and in many instances have secured more than ordinary wealth.

The institutes have also brought farmers to appreciate the value of science to agriculture. They have made it clear that the modern farmer must make use of scientific methods and the results of scientific discoveries if he is to succeed in even moderate degree. Public opinion has been completely changed within twenty years in its attitude toward scientific institutions and scientific men. Both have come

to be respected and their advice and cooperation earnestly desired. The farmers' institute has been largely responsible for this change. It has taken scientific men before audiences of practical farmers, and has given both the opportunity of becoming acquainted and of interchanging views to their mutual advantage.

The institute has also brought many to realize that the hope of agriculture lies in the agricultural colleges and experiment stations. That education in agricultural affairs is as necessary to success as education in law, or medicine, or mechanics, and that there can be no true progress in the agricultural industry unless there is being continually added to the stock of knowledge information secured through investigations by trained men who carefully observe and faithfully report results, is coming to be generally recognized. The land-grant colleges in the several States are annually furnishing a large body of educated agricultural workers, and the experiment stations are yearly adding to the information already secured new and still more valuable facts for the use of farmers.

The institutes have brought farming communities to see the great advantage that a properly educated man has over the farmer who has nothing except the traditions and experience of his locality to guide him. In doing this they have performed a service that no other existing institution could possibly have rendered, and they thus have proven themselves worthy of the support and cooperation of the colleges and stations on the one hand and of the farming population on the other.

The institutes have also done another thing that farmers as a class have needed more perhaps than any other. They have taught them self-respect. They have been exciting inquiry respecting the fundamental truths of agriculture, and have been spreading information of a most valuable kind through rural communities until many farmers have been brought to read and investigate for themselves, and have become well informed with regard to the particular specialty that they pursue. All of this has resulted in bringing about a consciousness of enlarged ability and a consequent increase of self-respect.

The institutes have also brought farmers to respect their occupation. The institute lecturers are showing that agriculture to-day is the best and most profitable occupation that exists; that it provides more comforts for more people than any other, is less exacting in its requirements than any other, gives more leisure and purer joys than any other, and is the only occupation in which absolute and unqualified independence exists.

The institute has broadened the farmers' view. In many districts country people have not kept abreast of the advance that has been made in their own profession. Their isolation has shut them off from contact with men who are discovering new truths and who are showing the adaptability of their discoveries to the improvement of

agriculture. The institute has been instrumental in bringing these leaders in agricultural progress in contact with the more remote sections, and have enabled farmers to see that there is much more in their profession than they had ever before supposed. As nature's methods in the wonderful transformations that occur in the life and growth of animals and plants are explained by institute instructors, many farming people have had their first inspiration and incentive to experiment for themselves and to study the operations of the laws that have effected these remarkable results. Their eyes have been opened and their view enlarged, with the result that their occupation has been lifted out of the routine of drudgery into the realms of a most interesting and delightful occupation. This is no small service to render to a calling, and the institution that does it is a valuable addition to the educational system in any country.

The farmers' institutes have performed another service that has been most valuable in the development of the agricultural industry. They have shown farmers the importance and value of unity of action in public affairs. The institutes have pointed out a way by which country people can act together and come to a common understanding and agreement on important questions that affect their interests by means of discussions in farmers' institute meetings.

The institutes have not reached the entire 27,000,000 of farming people, but they have given instruction to about 1,000,000 of this number, scattered through all the communities of the United States. The work, therefore, that remains for the institutes before the limit of their usefulness is reached is very great, and will, as has been stated, require that the force of workers shall be many times increased, and that the money that is now expended in institute work shall be much more abundantly supplied.

ASSISTING FARMERS' BOYS.

The institute movement was inaugurated for the improvement of the adult farmer. It has so developed that it is now clear that this kind of instruction can and ought to be extended to include the children and youth in the farmers' families. The best method for accomplishing this has not yet been discovered. In one State packages of seed corn are sent out by the State director of institutes to as many farmers' boys as will accept them and agree to plant them according to directions, caring for and cultivating the crop and bringing to a subsequent institute samples of the product together with a detailed statement of the manner in which it was grown. The samples are judged by a capable corn expert, and a premium is awarded to the boy exhibiting the best. This has resulted in interesting a large number of young people to the extent that an entire day of an institute is now given over in several districts to the interests of young people, and the programme is made up largely of papers and speeches by boys and girls. In one county the superintendent of public schools has recom-

mended that the schools all close upon what has come to be known as "boys' day," and that teachers and scholars attend the farmers' institute.

Although work in this direction is new, it has the active support and assistance of many of the best educators of the country, and is sure to develop until institutes for country children become as numerous and useful as those now held for the adult farmer.

WOMEN'S INSTITUTES.

Until recently institute instruction was given altogether to mixed audiences of men and women with most of the teaching directed to the work of men. Much of the instruction was consequently uninteresting to women. By degrees there came to be a session or two in the institute arranged specially in the interest of women's work, at which men and women were present as before. This was found to be as unsatisfactory as the other, inasmuch as topics of peculiar value to women were not of special interest to men. Out of this has grown the woman's institute, composed entirely of women and devoted wholly to their interests. Several States have organizations of this character, and find them to be well conducted and of great interest and value.

This, like the institute for boys, is also a new feature and development of the original institute idea, and promises to be a valuable addition to the institute work. The popularity of this new movement is quite remarkable. One State that organized its woman's institute as late as 1898 reports 102 counties in 1903, in each of which there is a woman's association in connection with the regular farmers' institute societies.

THE LECTURE FORCE.

The lecture method is used in giving instruction at the institutes, the lectures being followed by an informal discussion of the topics by the audiences. The effect of this critical discussion has been to drive uninformed and ill-balanced lecturers from the platform, and gradually to secure for institute service a corps composed of well qualified and conservative teachers. An examination of the personal history of 623 lecturers engaged in the farmers' institute work in the United States shows that 287 have college degrees, 138 have taken partial college courses, 108 have had the advantage of normal or high school training, and 90 are specialists—practical men who have had ordinary educational advantages. The men, therefore, who are now giving instruction in the farmers' institutes in this country are for the most part well qualified for their work.

The number of specially educated and carefully trained instructors in agriculture is, however, at present quite limited, and it is manifest that the future extension of the institutes will be largely controlled by their ability to secure a sufficient number of capable teachers. Thus far the State directors have depended largely upon the agricul-

tural colleges and the experiment stations for their supply of men for expert scientific teaching, and upon the more intelligent, successful, practical farmers for giving information in regard to the practical operations in agriculture. Many of the most competent men graduated by the agricultural colleges each year are being engaged by the colleges and stations for the work of instruction, while others are employed in managing their own farms, in directing farming operations for large companies or on the estates of wealthy capitalists, and are, therefore, fully occupied with the duties that they have assumed. Their time being thus preempted makes it impracticable for them to devote any considerable portion of it to the general work of educational extension in the institute field. The great problem, therefore, that confronts the farmers' institute workers of the United States is that of enlarging the institute lecture force sufficiently to meet the demands of the work as it is expanding year by year.

FARMERS' INSTITUTES STATISTICS.

Number of institutes held and the approximate attendance during the year ended June 30, 1903.

States and Territories.	Number of one-day institutes.	Number of two-day institutes.	Number of three or more days institutes.	Total.	Total number of sessions.	Total attendance.
Alabama	22			22	50	2,618
Arizona				2	20	1,000
California	12	45	3	60	254	20,000
Colorado	6	2	2	10	20	1,300
Connecticut	8		1	9	25	4,000
Delaware	21	7		28	67	4,800
Florida	20	1		21	42	2,900
Georgia	14	1		15	32	3,500
Hawaii	4			4	4	160
Idaho	5	12		17	75	2,550
Illinois		68	40	108		42,876
Indiana	3	178		181	858	73,653
Iowa		50	14	64	348	17,750
Kansas	82	10		92	204	38,085
Kentucky	2	6		8		2,000
Louisiana	48		2	50	134	13,245
Maine	40			40	83	5,846
Maryland	22	18		40	116	11,222
Massachusetts	120			120	154	12,487
Michigan	213	70	1	284	885	53,037
Minnesota	85	15		100	238	35,171
Mississippi	56	2		58	122	10,000
Missouri	50	76	1	127		25,400
Montana	16			16	32	600
Nebraska	23	38	4	65	268	25,000
Nevada		3		3	18	983
New Hampshire	18			18	36	6,300
New Jersey	12	18	1	31	119	6,850
New Mexico	1	1	1	3	13	375
New York	106	202	4	312	1,363	138,528
North Carolina	15			15	25	1,525
North Dakota	3	16		19	67	2,655
Ohio		263		263	1,250	81,752
Oklahoma	23	5	1	29	36	
Oregon	10	10		20	60	4,000
Pennsylvania	49	277	1	327	831	112,550
Rhode Island	1			1	1	20
South Carolina	50			50	50	5,700
Tennessee				40		10,000
Texas				64	180	5,376
Utah	40			40	40	3,200
Vermont	41			41	108	16,400
Virginia	72			72	144	18,000
Washington	3	9		12		1,800
West Virginia	23	135		158	632	15,750
Wisconsin	20	99	1	120	566	55,000
Total	1,359	1,637	77	3,179	9,570	904,654

Financial statistics of the farmers' institutes for the year ended June 30, 1903.

States and Territories.	Funds appropriated for institutes.		Cost.		Appropriations for the season 1903-4.
	State.	College and other funds.	Total cost.	Cost per session.	
Alabama	\$600.00	.....	\$600.00	\$12.00	\$800.00
Arizona .....	.....	\$60.00	60.00	3.00	2,700.00
California .....	.....	4,000.00	3,400.00	56.00	6,000.00
Colorado .....	.....	385.00	385.00	19.00	.....
Connecticut	700.00	.....	700.00	28.00	700.00
Delaware	700.00	100.00	800.00	12.00	600.00
Florida	2,500.00	.....	2,500.00	38.00	2,500.00
Georgia .....	.....	1,000.00	1,000.00	22.00	1,000.00
Hawaii .....	.....	35.00	35.00	9.00	150.00
Idaho	1,000.00	.....	1,000.00	36.00	1,000.00
Illinois	18,150.00	.....	18,150.00	.....	19,650.00
Indiana	10,000.00	.....	10,000.00	10.50	10,000.00
Iowa	7,425.00	.....	5,000.00	14.00	7,425.00
Kansas	2,000.00	.....	2,000.00	10.00	2,000.00
Louisiana	2,000.00	.....	2,000.00	15.00	2,000.00
Maine	3,000.00	.....	3,000.00	36.00	3,000.00
Maryland	4,000.00	.....	4,000.00	34.50	4,000.00
Massachusetts	2,000.00	.....	1,717.00	16.35	2,700.00
Michigan	7,500.00	.....	5,838.00	6.59	7,500.00
Minnesota	16,500.00	.....	16,500.00	50.00	18,000.00
Mississippi	1,500.00	.....	1,500.00	25.86	1,500.00
Missouri	4,000.00	.....	4,000.00	32.00	5,000.00
Montana	2,000.00	.....	2,631.00	82.00	4,000.00
Nebraska	4,000.00	.....	4,000.00	15.00	6,000.00
Nevada .....	.....	120.00	120.00	6.66	1,000.00
New Hampshire	1,000.00	.....	1,000.00	25.00	.....
New Jersey	2,000.00	.....	1,800.00	15.00	2,000.00
New Mexico .....	.....	125.06	125.00	9.60	.....
New York	20,000.00	.....	20,000.00	14.73	20,000.00
North Carolina	600.00	.....	600.00	24.00	1,000.00
North Dakota	1,500.00	.....	1,158.00	17.30	4,000.00
Ohio	16,981.00	.....	16,981.00	13.58	16,750.00
Oklahoma	1,000.00	.....	1,000.00	.....	.....
Oregon .....	.....	300.00	300.00	5.00	1,000.00
Pennsylvania	15,000.00	.....	15,000.00	18.00	17,500.00
Rhode Island	44.00	.....	44.00	44.00	.....
South Carolina .....	.....	1,120.00	1,120.00	32.00	1,000.00
Tennessee	2,500.00	.....	2,500.00	.....	5,000.00
Texas .....	.....	2,100.00	2,100.00	11.66	3,000.00
Utah	1,500.00	.....	1,500.00	37.50	1,500.00
Vermont	5,000.00	.....	2,907.00	26.70	5,000.00
Virginia .....	.....	.....	.....	.....	3,500.00
Washington	2,500.00	.....	2,500.00	.....	2,500.00
West Virginia	5,451.00	.....	5,451.00	34.50	6,000.00
Wisconsin	12,000.00	.....	12,000.00	15.00	12,000.00
Total	176,651.00	9,345.00	179,022.00	933.03	210,975.00

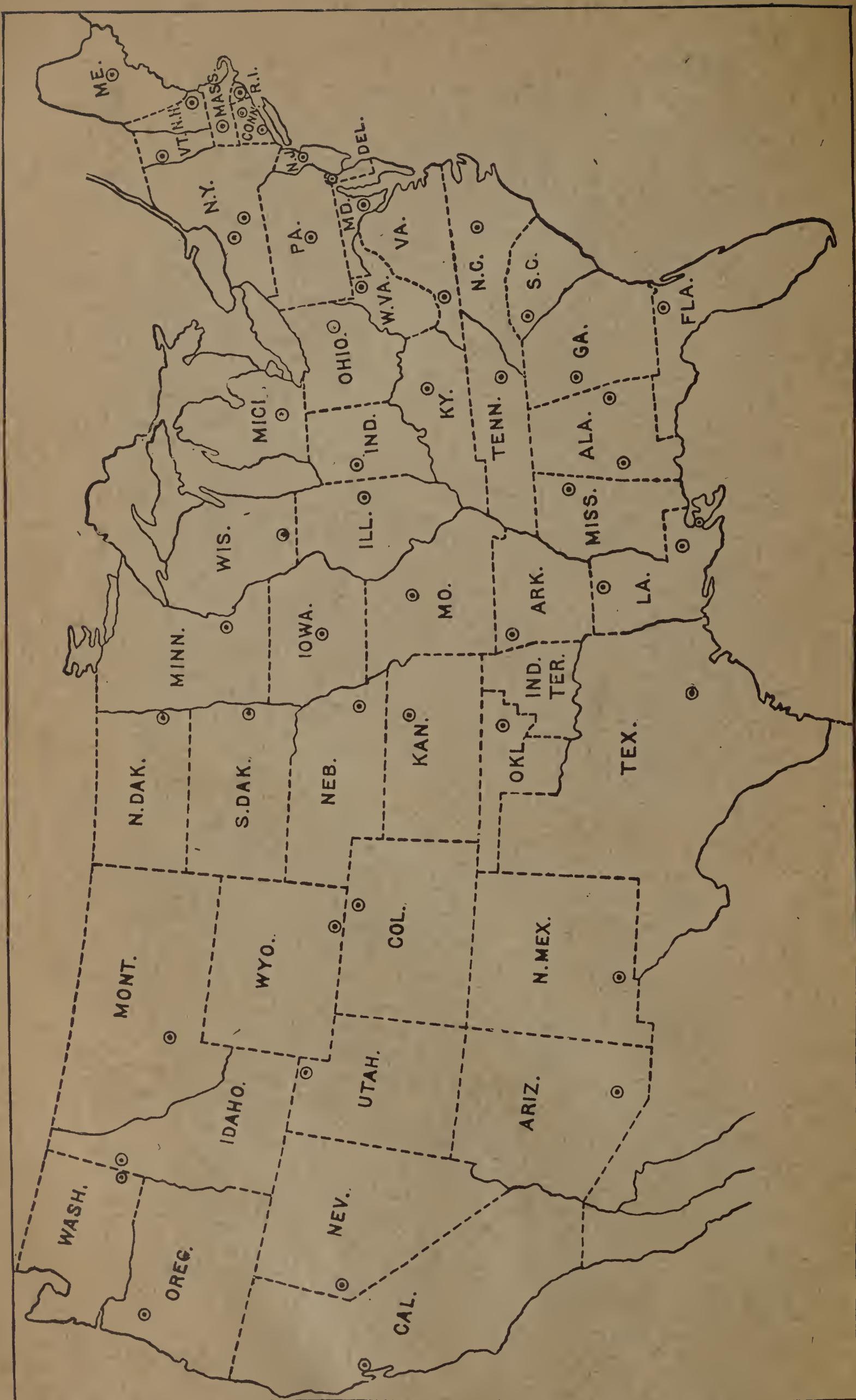
Number of lecturers employed by the State directors of farmers' institutes during the year ended June 30, 1903.

States and Territories.	Total number of lecturers on the State force.	Number of members of agricultural college and experiment station staffs engaged in institute work.	Number of institutes attended by members of the agricultural college and experiment station staffs.	Number of days contributed to the institute work by the agricultural college and experiment station staffs.	Total number of days of institutes held during the year.	Reports of proceedings.	
						Published.	Number of copies.
Alabama	11	8	22	52	22	No.....	
Arizona	4	4	2	22	16	No.....	
California	23	13	60	131	111	Yes... 10,000	
Colorado	9	9	10	65	16	No.....	
Connecticut	21				11	Yes... 5,000	
Delaware	19	4	10	15	35	No.....	
Florida	22	2	21	30	22	Yes... 5,000	
Georgia	8	9	13	16	16	No.....	
Hawaii			4		4	No.....	
Idaho	9	6	17	60	29	Yes... 6,000	
Illinois	84	7	13	23	256	Yes.....	
Indiana	39				359	Yes... 600	
Iowa					142	No.....	
Kansas	16	19	90	200	102	No.....	
Kentucky	11	3	5	15	14		10,000
Louisiana	13				54		3,500
Maine	9				40	Yes... 6,000	
Maryland	7	7	40	56	58	No.....	
Massachusetts	68	8	14	28	120	No.....	
Michigan	97				356	Yes... 8,000	
Minnesota	13	1	19	19	115	Yes... 30,000	
Mississippi	15	9	58	25	60	Yes... 18,000	
Missouri	31	10	127	120	205	No.....	
Montana	16	4	8	32	16	Yes... 5,000	
Nebraska	33				111	No.....	
Nevada	5	5	3	9	6	No.....	
New Hampshire	14				18	Yes... 2,000	
New Jersey	38				51	No.....	
New Mexico	5	5	3	43	6	No.....	
New York	66				522	Yes... 25,000	
North Carolina	8	5	15	51	15	No.....	
North Dakota	11	4	6	14	35	Yes... 10,000	
Ohio	29				526	Yes... 10,000	
Oklahoma	6	6	7	20	36		
Oregon	6	6	20	240	30	No.....	
Pennsylvania	58	4	58	108	606	Yes... 31,600	
Rhode Island	1				1	Yes.....	
South Carolina	12	9	31	65	50	No.....	
Tennessee	7	7	40	125			
Texas						No.....	
Utah	10	10			40	Yes... 5,000	
Vermont	26				41	Yes... 3,000	
Virginia	3	3	4	8	72		
Washington	3	3	12	30	21		
West Virginia	16	4	17	40	293	Yes.....	
Wisconsin	22	2	3	4	221	Yes... 60,000	
Total	924	196	752	1,666	4,880		253,700

Comparative statement of farmers' institutes.

States and Territories.	Appropriations.		Number of sessions.	Number of institutes.		Attendanee.	
	1901-2.	1902-3.		1901-2.	1902-3.	1901-2.	1902-3.
Alabama	600	600	50	24	22	2,616	2,618
Arizona		60	20	2	2	350	1,000
California	4,000	4,000	254	63	60	20,000	20,000
Colorado		385	20	15	10		1,300
Conneeticut		700	25	12	9	5,000	4,000
Delaware	600	800	67	15	28	3,055	4,800
Florida	2,500	2,500	42	22	21	3,300	2,900
Georgia		1,000	32		15		3,500
Hawaii		35	4	4	4	180	160
Idaho	500	1,000	75	50	17	17,000	2,550
Illinois	18,150	18,150		110	108	39,187	42,876
Indiana	10,000	10,000	858	201	181	40,000	73,653
Iowa	7,425	7,425	348	65	64	6,500	17,750
Kansas	2,000	2,000	204	102	92	32,450	38,085
Kentueky		1,200			8	1,600	2,000
Louisiana	2,000	2,000	134	38	50	7,500	13,245
Maine	3,500	3,000	83	37	40	5,920	5,846
Maryland	4,000	4,000	116	36	40	1,500	11,222
Massachusetts		2,000	154	128	120	2,176	12,487
Miehigan	7,500	7,500	885	255	284	101,000	53,037
Minnesota	16,500	16,500	238	69	100	27,205	35,171
Mississippi	1,500	1,500	122	40	58	8,000	10,000
Missouri	4,000	4,000		104	127	10,000	25,400
Montana	2,000	2,000	32	17	16	1,200	600
Nebraska	4,000	4,000	268	86	65	25,800	25,000
Nevada		120	18	1	3		983
New Hampshire		1,000	36	40	18	4,000	6,300
New Jersey	600	2,000	119	17	31	5,000	6,850
New Mexico		125	13		3		375
New York	20,000	20,000	1,363	269	312	94,688	138,528
North Carolina	322	600	25	17	15	1,700	1,525
North Dakota	1,500	1,500	67	27	19	9,967	2,665
Ohio	16,784	16,981	1,250	278	263	94,655	81,752
Oklahoma		1,000	36	11	29	1,150	
Oregon		300	60	19	20	3,335	4,000
Pennsylvania	15,000	15,000	831	189	327	144,431	112,550
Rhode Island		44	1	1	1	30	20
South Carolina	1,051	1,150	50	31	50	10,100	14,390
Tennessee	2,016	2,500			40		10,000
Texas		2,100	180		64		5,376
Utah	1,500	1,500	40	44	40		3,200
Vermont	4,000	5,000	108	50	41	10,000	16,400
Virginia			144	47	72	14,100	18,000
Washington		2,500		31	12	1,500	1,800
West Virginia	5,000	5,451	632	75	158	15,000	15,750
Wiseonsin	12,000	12,000	566	122	120	48,800	55,000
Total	170,548	187,226	9,570	2,764	3,179	819,995	904,654

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THE AGRICULTURAL EXPERIMENT STATIONS OF THE UNITED STATES.